

ELPS 520: Identity, Multiculturalism, and Education

Course Description

Diversity is often seen as a valuable component of the educational experience and also as something with which to reckon in the functioning of democracy. This course explores, though not exactly in this order, the conditions under which diversity is recognized, the arguments that can be made for honoring diversity in education and how that might be accomplished, and the justification for special treatment based on particular identities and the consequences of doing so in a democracy. In examining these issues, the specific role of education in preparing for life in democracy is examined, whether such education should aim at transcending differences or maintaining the integrity of identity groups, whether such education should enable the individual to embrace cosmopolitanism or should prepare the person to live with special loyalty to a nation-state.

Purpose and Methodology

The purpose of this course is to analyze the ways in which the interest in multiculturalism impacts the experience of education in the context of democracy. Since this investigation takes place in the format of a seminar, the course is based on the reading and critical discussion of writings that help to shape the analysis of issues that arise from multiculturalism, especially as these appear in the way in which schooling is conducted in a democracy. The reading and discussion should lead to the formation of an informed statement about multiculturalism which the author wishes to test in discussion with others. To this end, each member of the seminar will write a research paper which explores a topic relevant to the class. These papers will be shared with the members of the seminar and will be discussed in meetings of the seminar.

Required Texts

Charles Taylor, *The Ethics of Authenticity*, Harvard University Press, 1991.

Susan Moller Okin, *Is Multiculturalism Bad for Women*, Princeton University Press, 1999.

Jacob T. Levy, *The Multiculturalism of Fear*, Oxford University Press, 2000.

David Miller, *On Nationality*, Clarendon Press, Oxford, 1995.

Elizabeth Theiss-Morse, *Who Counts as an American?*, Cambridge University Press, 2009.

Wendy Brown, *Regulating Aversion*, Princeton University Press, 2006.

Walter Benn Michaels, *The Trouble with Diversity*, Henry Holt, 2006.

Anne Phillips, *Multiculturalism without Culture*, Princeton University Press, 2007

Course Grading

Participants in the seminar have three obligations: do the assigned readings; participate in seminar discussions; write and present for discussion a research paper. In terms of developing a grade, 40% will be based on the quality of seminar participation and 60% will be based on the research paper.

Course Schedule

January 20: Introduction to the seminar. Reading assignment: "Immigrants See Charter Schools as a Haven" by Sara Rimer, and "Edge People" by Tony Judt, both found under Course Documents; "Toward a Deeper Understanding of the Diversity Rationale" by Michael S. Moses and Mitchell J. Chang (*Educational Researcher*, 2006, 35, 6; the online version of this article can be found at: <http://edr.sagepub.com/cgi/content/abstract/35/1/6>); Taylor, *Ethics of Authenticity*.

January 27: Reading assignment: Susan Moller Okin, *Is Multiculturalism Bad for Women?*

February 3: Reading assignment: Jacob T. Levy, *The Multiculturalism of Fear*, pp. 3-122.

February 10: Reading assignment: Jacob T. Levy, *The Multiculturalism of Fear*, pp. 125-250.

February 17: David Miller, *On Nationality*.

February 24: Elizabeth Theiss-Morse, *Who Counts as an American?*

March 3: Wendy Brown, *Regulating Aversion*, pp. 1-106.

March 17: Wendy Brown, *Regulating Aversion*, pp. 107-205.

March 24: Anne Phillips, *Multiculturalism without Culture*, pp. 1-99.

March 31: . Anne Phillips, *Multiculturalism without Culture*, pp. 100-180; Walter Benn Michaels, *The Trouble with Diversity*.

April 7: Discussion of seminar papers

April 14: Discussion of seminar papers

April 28: Discussion of seminar papers

Technology

Please note that all papers in this course will be managed electronically through Blackboard

Diversity

As is readily evident from the above reading list, issues of diversity are embedded in various ways in the assigned readings and the class discussions. Among these are: the ethical justifications for multiculturalism; the implications of recognizing ascribed and achieved identities; the tension between personal freedom and identity assignment and recognition.

Conceptual Framework

This course contributes to the implementation of the School of Education's conceptual framework by examining "professionalism in the service of social justice" in the arena of multicultural sensitivity. The basic question that is addressed is what are the responses that social justice requires in the recognition of differences among persons, especially in the manner and content of educational arrangements.

Course Policies

Academic Honesty

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at: http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to: http://www.luc.edu/education/academics_policies_main.shtml

Accessibility

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd/>

Harassment (Bias Reporting)

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: <http://webapps.luc.edu/biasreporting/>